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ABSTRACT

This issue presents nine articles which address identifying, pursuing, and obtaining postsecondary training and employment by youth with disabilities. It discusses how families and professionals can help young people develop important self-determination and self-advocacy skills. It also introduces adult service systems to aid in obtaining postsecondary training, employment, and services such as transportation assistance, adaptive equipment, or medical care. Employment options are also explored, as well as the various types of educational institutions available to prepare these youth for employment. Concerns such as reasonable accommodation, accessibility, and the need to keep records are also discussed. This issue concludes with a listing of resources. Individual articles have the following titles: "Self-Determination Revisited: Going Beyond Expectations" (Michael J. Ward); "Employment Options"; "Adult Systems"; "Reasonable Accommodation"; "The Importance of Keeping Records"; "Work Incentives in SSI and SSDI"; "Postsecondary Education and Training Opportunities"; "Other Avenues to Employment"; and "Taking Action." A bibliography of 47 items is provided as well as a listing of materials from the HEATH Resource Center and a listing of 26 organizations. (DB)

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Options After High School for Youth with Disabilities

NUMBER 7
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NICHCY

Transition Summary

National Information Center for Children and Youth with Disabilities
Washington, DC

One of the most critical turning points in the lives of young people is the transition from public school to the world of postsecondary education, employment, and life as an adult. Developing independence, exploring one's talents and interests, deciding upon a career path, and pursuing either employment or additional schooling are just some of the challenges that youth in transition face.

For youth with disabilities, there are often many additional questions and challenges. When young people with disabilities leave public school, their entitlement to special education and related services ends. They — and their families — leave behind a relatively organized service provider system and become solely responsible for identifying, pursuing, obtaining, and coordinating the educational training and services needed for them to prepare for employment and independent living. All too often, however, families have no idea where to begin their search for postsecondary options and services. The young person may need more education in order to become employed, and many decisions arise from this need. What type of education best suits the person's interests and capabilities, where such training is available, what eligibility requirements exist, how to finance the education, and where to secure a job in the field of interest are just some of the issues the youth with a disability and the family must consider. Issues of independence arise, too, as young people with disabilities face decisions about other aspects of adult life, such as where they will live, how they will spend their leisure time, and how to go about developing a strong social and interpersonal network.

This ***TRANSITION SUMMARY***, then, has been developed to help youth with disabilities, their families, and the professionals who work with them meet the challenge that transition from the secondary school system brings. Due to space limitations, this ***TRANSITION SUMMARY*** focuses on only one aspect of the transition to adult life — namely, identifying, pursuing, and obtaining postsecondary training and employment. Information and resources *are* available to help young people with disabilities develop and execute effective transition plans. As young people with disabilities explore their postsecondary options, they will need the skills of self-determination and self-advocacy, for these skills will help them choose a career path that interests them, as well as speak out for and obtain the services and accommodations that will help them to succeed in their endeavors. This ***TRANSITION SUMMARY*** discusses how families and professionals can help young people with disabilities develop these important self-determination and self-advocacy skills from childhood on through transition to adulthood, and provides concrete examples drawn from daily family life. Readers are also introduced to the adult service systems that can assist individuals with disabilities who are seeking postsecondary training, employment, and services such as transportation assistance, adaptive equipment, or medical care. Employment options are also explored, as well as the various types of educational institutions that youth with disabilities can attend to prepare for employment. Important concerns such as reasonable accommodation, accessibility, and the need to keep records are discussed as well. This issue concludes with a listing of resources that families and professionals can use to obtain more information about the areas of interest to them.

This ***TRANSITION SUMMARY*** is a joint publication of ***NICHCY*** and the ***HEATH Resource Center***. By producing a joint publication, we hope to reach a wide audience of individuals with disabilities who are making the transition to life after high school. This is a critical time for all young adults, and we hope the information in this issue is helpful. Please let us know.

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Self-Determination Revisited: Going Beyond Expectations

by Michael J. Ward, Ph. D.

Self-determination can be defined in terms of personal characteristics, including self-actualization, assertiveness, creativity, pride, and self-advocacy (Ward, 1988). An important outcome of self-determination is that people learn to take control over what affects their lives. Yet self-determination does not happen overnight. "Acquiring the personal characteristics which lead to self-determination is a developmental process that begins in early childhood and continues throughout adult life" (Ward, 1988, p. 2). The purpose of this article is to give concrete examples of what is meant by self-determination and to discuss how it can be taught to children and youth with disabilities.

"Good self-determination skills are best instilled in children and youth by parents, teachers, and significant others in early learning situations."

The Need to Begin Early

If self-determination is a developmental process that begins in childhood and extends throughout adulthood, then different, increasingly complex stages of the process come into play at different times of the life cycle. The decisions that one would expect of a child are not of the same type as the decisions expected of a young adult. For example, selecting an outfit to wear may be an appropriate decision for a four year old to make, but a sixteen year old must progress in the decision-making process and begin to make more complex decisions, such as plans for a realistic career. However, mastery of simple decision-making skills is a critical prerequisite for more complex goal-setting and career planning.

If we agree that developing self-determination skills *must* start when children are young and that having input into the decision-making process is an essential component of self-determination, then parents and significant others must solicit the child's input into this process, as well as make him or her feel good about the input. The child must feel that his/her input is valued, that it is responded to in a timely and reinforcing manner, and that it has a direct and meaningful result. For example, Mom asks her daughter to help select tomorrow's outfit. The daughter selects pants and a light-weight blouse. Mom feels that this clothing may not be warm enough and adds a V-neck sweater. Although the child's decision has been modified, she can wear the outfit of her choice and see the direct result of her decision. If Mom ignored the entire selection, the daughter's ability to make decisions would not be reinforced, and she would not see the value in making additional decisions.

Thus, when children receive positive feedback on their input and decision-making, they will begin to take pride in these abilities and move on to test the limits of these skills. Good self-determination skills and a positive self-concept are best instilled in children and youth by parents, teachers, and significant others in early learning situations. Later on, when the child or youth is older and interacting more frequently with people other than parents or caregivers, this type of feedback is often absent or more abstract. Because parents interact with their children on a daily basis, they have the opportunity to provide additional explanation, trial and error experiences, and corrective instruction. In "real-life" situations, however, proficiency in decision-making and other self-determination skills is usually expected. If the youth or adult with a disability is not proficient in these skills, employers and other members of the general public may not be as tolerant and willing as parents and significant others to teach these skills.

Attitudinal Barriers to Self-Determination

Overprotection can be seen as the opposite of self-determination. Since it is the natural order for parents to be somewhat protective of their children, it is understandable that parents are overprotective of children who are perceived as "less independent" or "less able." Parents may feel these children are physically or mentally unable to accomplish the tasks related to learning the skills necessary for self-determination. One cannot blame parents for being overprotective when the history of disability is one of paternalism, dependency, and nonparticipation. Until recently, parents and other caregivers believed that outcomes for youth with disabilities were very bleak. Parents did not have models to help them encourage their children to be self-determining and, therefore, many parents have not focused on preparing their children for adult roles and responsibilities.

A second attitudinal barrier is the belief that a child with a disability has too many problems already to be bur-

dened with expectations of self-determination as well. Many people feel that expecting self-determination merely places additional, tedious demands upon the child to perform tasks more easily accomplished by the parent. Indeed, many parents report feeling uncomfortable when they silently observe their child performing tasks that are physically and/or mentally demanding. For example, if the daughter is blind and has to check the braille color markings on many articles of clothing before finding a matching outfit, Mom may feel that doing it herself saves time. She may not see the benefit of having her daughter struggle to make the selection. These are the very tasks, however, which can help a child with a disability to increase self-determination skills.

Unfortunately, attitudinal barriers are often more disabling than the limitations imposed by a person's physical, emotional, or mental disability.

Other Barriers to Self-Determination

Architectural barriers have prohibited many people with disabilities from having the typical experiences that provide the opportunity for decision-making and choice. For example, if Dad cannot get Bill's wheelchair through the shopping cart barriers of a local department store or down its narrow aisles, Bill's ability to comparison shop and choose good merchandise will be severely impaired. If Bill cannot observe people in a variety of work situations because of lack of access, his ability to choose an appropriate career will be restricted. Likewise, if he does not have access to a variety of social activities with peers who are able-bodied and those with disabilities, he may not learn the range of acceptable social behavior. His ability to choose and maintain meaningful relationships may also be impaired.

Most young children with disabilities require just a little more attention than their age peers. However, as they get older, youth and young adults with disabilities may have special needs such as transportation, attendant service, and so forth. These needs are more difficult to accommodate and often result in financial barriers to their participation in experiences leading to self-determination.

"As the child learns self-determination skills, parent advocacy should be transcended by self-advocacy."

Teaching Self-Determination

Now that some of the pitfalls to developing self-determination have been discussed, the following suggestions are offered to help parents teach their children the self-determination skills they will need to function as independently as possible.

It is of primary importance that parents learn to share power and control. How often do we hear, "You live in my house, you'll do what I say!" This is fine to maintain rules and order, but it does little to help young people learn the bases of these rules, develop their own voice, or learn how to look at alternatives.

This is not meant to suggest that excessive permissiveness is a good idea. What *is* a good idea is that parents actively seek input from their children and youth, where appropriate, and provide them with guidance in making good decisions and choices. A critical aspect of this process is creating a supportive environment in which children and youth with disabilities can test their abilities and limitations. Recent social practice has taught that it is taboo to focus on the limitations associated with disabilities, but children and youth *must* be made aware of their limitations as well as their abilities. Whereas it is the right of all people to have the opportunity to try all available experiences, it is also the right of all people, including those with disabilities, to fail in some of these experiences. Individuals with disabilities do not know what they can do until they try. It is through failing and finding one's own limitations that a person can understand, adjust, and, finally, accept the limitations imposed by the disability. By no longer dwelling on their limitations (or missed abilities), they can begin to focus and appreciate their talents. (Whenever I got the idea to try something challenging, my Dad would say, "The only way we will know if you can do it is for you to try. If you can't do it, we'll try another way. And if you still can't do it, it's no big deal.")

Parents are often reluctant to expose their children and youth to experiences in which there is only a small chance of success. There are two processes for involving persons with disabilities in a variety of typical experiences in the community. The first is known as *partial participation*, because it provides the person with a disability with the help necessary to participate in activities to the maximum extent possible (Brown, Branston, Baumgart, Vincent, Falvey, & Schroeder, 1979). Partial participation as a teaching technique is successful *only* if the person has some ownership in the outcome. Let's return to the example of selecting an appropriate outfit. If the daughter does not have the dexterity to go to the closet and search through the clothes, Mom can take her to the closet and guide her hand through the clothes. Mom does not select the clothes but, rather, helps with the physical manipulation required by the selection process which the daughter cannot do independently. However, the daughter makes the final selection.

The second process calls for an on-going sequence of increasingly more complex tasks and experiences which will encourage and teach self-determination skills. To be able to provide meaningful input into the development of IEP objectives, for example, John may first have to learn how to contribute appropriately to the conversation at the dinner table. Second, he may have to learn to express what the conversation means in relation to his needs. Finally, he may have to learn how to take into account what others are saying and modify his position. These skills may not be all the essential elements for successful participation in an IEP meeting, but they do provide a basis for receiving and giving input.

As children and youth with disabilities progress through the life cycle, the advocacy process must become a partnership between parent and child. As the child learns self-determination skills, parent advocacy should eventually be transcended by self-advocacy. I personally believe that during the transition phase, parents should begin to take a secondary but supportive role for their youth who self-advocates for services leading to employment and other postsecondary roles.

The "How to" and "Why" of advocacy are dynamics that are not learned easily. Being a sophisticated advocate takes some degree of training and experience in learning the various styles of presenting arguments and compromising in order to reach acceptable solutions. The advocacy process should also emphasize the learning of rights and responsibilities. Youth with disabilities *must* be taught their rights under such Federal laws as Title V of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. They also *must* be aware of State and municipal access codes and the course of action they can take to seek redress when any of these rights is infringed upon.

Some Suggestions for Parent/Teacher Activities

In order to feel good about what one has to offer as an individual, one has to feel good about oneself. Therefore, parents and teachers can start teaching self-determination by focusing on the individual's disability. Parents and teachers should keep in mind the following when helping children and youth feel good about being a person with a disability:

- ✔ *Be open about the disability.* Your view of the disability will be reflected in your child's body image and self-concept. If you cannot accept the disability or overreact to it, your child will react the same way.
- ✔ *Avoid demeaning and negative terms like "hardship" and "burden."* If you perceive the disability as something negative, so will the child.
- ✔ *Don't hide the disability.* Both you and your child know the disability is there. *You* are the best source of accurate information regarding your child's disability and can help your child understand it. If the child cannot get the information from you, he or she will try to figure it out alone or ask others who may give erroneous answers.
- ✔ *Avoid comparisons with others.* Phrases such as "Why can't you be like..." and "If John can do it, why can't you?" not only focus on an ability the child does not have but implies that this ability is something that the parents value and see missing in the child.
- ✔ *Stress positive, coping strategies.* Get to know good role models. Your child can learn many positive things from adults with disabilities who are living and working independently in the community.

The second step is for parents to provide their children with opportunities for structured choice. The following are examples in which the parent or teacher specifies the conditions of the situation in ways that help the child make a choice:

- ✔ "Here is what we need to accomplish (a, b, c, etc.). Which do you want to do first? Second?" (The child is asked to indicate his or her preference for the sequence of a limited number of choices. However, the exact order does not matter.)
- ✔ "We are going X, the weather may be Y, and other people may be wearing Z. What do you want to wear?" (Although the conditions are specified and comparative information is provided on what is appropriate, the child is asked to make the final decision.)
- ✔ "You get to plan dinner for Tuesday. This is the menu for the rest of the week, and this is our budget for food." (This reflects a higher level of decision-making, because the child needs to know something about nutrition and the price of food. This task also reflects the importance of the child's input for the good of the family unit.)

Parents can assist in planning activities that the child can perform independently by either (1) providing a checklist of the steps the child needs to follow, or (2) using an approach where a parent, mutual friend, or more responsible peer "shadows" the child as he or she proceeds through the activity. The "shadow" intervenes only if necessary. Both of these procedures should provide the child with enough flexibility to begin taking some independent action, but there should be sufficient structure to guide the child.

As early as possible, parents should involve the child in meetings and conferences that are directly related to the child's well-being (IEP, clinic staffing, etc.). Parents may need to help professionals relate to their child by requesting that they phrase their comments so that he or she can understand what is being said and its implications. The child may

(continued on page 12)

Employment Options

A major transition issue for young people with disabilities is securing and maintaining employment. The disturbing truth is that two-thirds of the people with disabilities in our society are not working (Harris & Associates, 1986). Reasons for this high unemployment rate include such factors as: the nature of the disability an individual has, lack of appropriate education, employer perceptions and attitudes, lack of social skills, transportation, economic and benefit disincentives, family beliefs and concerns, lack of appropriate jobs, and lack of needed devices or aids to help in job performance (Kiernan & Brinkman, 1985; Harris & Associates, 1986). Many of these factors can be and are being addressed by training programs, adult service providers, and technological advances. There is also a growing awareness that self-sufficiency, employment, and independent or semi-independent living are attainable and desirable goals for individuals with disabilities. Indeed, research shows that working makes an enormous qualitative difference in the lives of people with disabilities, in terms of their self-perception and satisfaction with life (Harris & Associates, 1986).

What employment options, then, are available to young people with disabilities who are making the transition from school to the world of work? Basically, there are three options: competitive employment, supported employment, and sheltered employment. Which employment option is most suitable for an individual will depend largely on the nature and severity of his or her disability and the amount of support needed by the person to maintain employment.

Competitive Employment

Competitive employment can be defined as full-time or part-time jobs in the open labor market with competitive wages and responsibilities. Competitive employment is employment that the individual maintains with no more outside support than a co-worker without a disability would receive. The key word here is *maintains*. Although a student may make use of transition services available in the community in order to prepare for and find competitive employment, these services are temporary. Once the individual has the job, support from outside agencies is terminated, and the individual maintains, or does, the job on his or her own.

"Research shows that working makes an enormous qualitative difference in the lives of people with disabilities..."

The types of jobs that are normally considered competitive employment are as vast in number as they are varied. Waitresses, service station attendants, clerks, secretaries, mechanics, professional drivers, factory workers, computer programmers and managers, teacher's aides, teachers, health care workers, lawyers, scientists, and engineers are just some examples of people who are competitively employed. As can be seen by these examples, the amount of training an individual needs varies considerably from job to job. Some jobs are entry-level and require little or no specific training. Other jobs require vocational preparation and training, while still others require extensive academic schooling.

The traditional route to obtaining competitive employment is that, upon leaving the public school system, a vocational training program, or higher education, job seekers look in the Help Wanted ads in the newspaper or use contacts to locate a job opening. Interviews are scheduled, resumes are sometimes presented, and, with luck and an adequate background of vocational, academic, and/or social skills, competitive employment is obtained.

Youth with disabilities sometimes follow this traditional path, but more often they need assistance in securing a competitive job. The amount of assistance a youth needs may vary, depending upon his or her disability, the particular career in which he or she is interested, the amount of training the job requires, and the type of training the youth obtained during the public school years or thereafter. Many youth with disabilities leave secondary school with sufficient academic or vocational preparation to maintain competitive employment without help from an outside agency. These individuals may only need assistance from a human services agency in order to *locate* an appropriate job. Other students may exit school without the training necessary to secure and maintain competitive employment. These students generally need support from a human services agency in order to receive adequate vocational skills training or to explore academic opportunities that will prepare them for the career of their choice.

Recently, a training model known as *transitional employment* has been useful in helping many youth and adults with disabilities prepare for competitive employment. "Transitional employment is designed for those who cannot enter on their own into competitive work, but who are able to handle an independent, full-wage job after training and support" (Norman, 1987, p. 7). In demonstra-

tion projects funded by the U.S. Department of Labor, transitional employment consists of three phases. In Phase 1 participants receive initial training and support services in a low-stress work environment. Phase 2 involves a period of on-the-job training in local firms and agencies, "emphasizing job performance and work stress to resemble the demands faced by nondisabled workers in the same types of jobs" (Kerachsky & Thornton, 1987, p. 516). Phase 3 consists of up to six months of follow-up services. Among those who have benefited from transitional employment are individuals who are mentally retarded, individuals with developmental disabilities and learning disabilities, and persons with hearing impairments. Through the transitional employment model, workers have received the training, supervision, and support services they needed to prepare for and secure competitive employment.

The important thing to remember about competitive employment, however, is that the assistance and supports offered by a human services agency are *time-limited in nature and end once the person has secured employment.*

"Which employment option is most suitable for an individual will depend largely on the nature and severity of his or her disability and the amount of support needed by the person to maintain employment."

Supported Employment

Supported employment is competitive work in integrated settings for individuals with severe disabilities. It is specifically targeted for individuals who, because of their severe disability, need ongoing support services to perform such work (U.S. Congress, 1986 Amendments to the Rehabilitation Act). The provision of ongoing support, in fact, is one of the features of supported employment which distinguishes it from other services. Support is provided to enable the individual with a disability to learn and maintain the job, and continues to be provided as long as the individual holds the job. Thus, supported employment offers individuals with severe mental or physical disabilities the opportunity to earn wages in job sites in their community while working alongside their nondisabled peers.

There are four models of supported employment. **Individual placement** is one in which individuals receive intensive one-on-one job training from a job coach until they demonstrate proficiency at the job. Once this occurs, training and support from the job coach are gradually reduced, although the job coach will continue to provide follow-up services to the individual and the employer. In the **enclave** model, several individuals with disabilities are trained and supervised in a small group and work alongside nondisabled employees. A trained human services professional or an employee of the host company provides continuous, long-term supervision at the job site (Wehman, Moon, Everson, Wood, & Barcus, 1988). The **mobile crew** model is one in which four to six individuals with severe disabilities move from business to business providing a variety of services as a team. The mobile crew is accompanied by a training supervisor or manager who is responsible for training and supervising members and for seeing that the work is completed according to required standards. Janitorial services and groundskeeping are examples of the types of work done by mobile crews. In the **benchwork** model, eight to fifteen workers with disabilities perform contract work procured from electronics firms and related industries. A small number of highly qualified staff provides intensive training and supervision in the work tasks and, additionally, helps workers to develop appropriate work behaviors.

It is important to remember that these are generalizations about the types of models of supported employment. Many communities have agencies providing innovative models of supported employment which combine elements of the different models described above.

Sheltered Employment

Sheltered employment options are ones in which individuals with disabilities work in a self-contained unit, without integration with nondisabled workers. Sheltered employment options typically range along a continuum from adult day programs to work activity centers to sheltered workshops. In **adult day programs,** individuals generally receive training in daily living skills, social skills, recreational skills, and prevocational skills. **Work activity centers** offer individuals similar training but may also include training in vocational skills. In **sheltered workshops,** individuals perform subcontracted tasks such as sewing, packaging, collating, or machine assembly and are usually paid on a piece-rate basis. Typically, people do not advance to the workshop until they have demonstrated mastery in the level(s) below. Sheltered employment options are generally supported by federal and/or state funds and are operated by private, non-profit corporations governed by a volunteer board of directors.

Traditionally, sheltered employment options were thought to be the only ones available for individuals with severe disabilities. There is now evidence from supported employment models that individuals with severe disabilities can work in community settings if provided with adequate supports ("Supported Employment," 1989). With the emergence of supported employment, many facilities have begun to modify their sheltered employment programs to provide workers with integrated options (Wehman & Moon, 1988). Advocates of this trend away from sheltered employment point to the advantages of supported employment, which include higher wages, more meaningful work, and integration with workers who do not have disabilities.

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Adult Systems

When young people with disabilities exit the public school system, they — and their families — must learn how to pursue and coordinate many needed educational and related services for themselves. Up to this point, students with special needs have received needed services primarily from one service provider, namely the school system. These services are generally provided in a relatively organized fashion, with school personnel serving as coordinators or case managers for the educational and vocational programs of students with disabilities. Upon exiting the school system, however, students become responsible for managing their own educational and/or vocational programs. They and their families are faced with a baffling array of service providers and differing eligibility requirements. Moreover, the agencies and organizations that can help youth with disabilities make the transition from school to work are no longer conveniently located under one roof, but may be spread out all over the town, county, or state.

Needless to say, assuming total responsibility for locating and coordinating needed services may be a new and challenging task to many youth with disabilities and their families. This article, then, gives an overview of the two adult systems most likely to be of assistance to youth with disabilities. These are the Vocational Rehabilitation System and the Social Security Administration.

Vocational Rehabilitation (VR)

VR is the nationwide federal-state program for assisting eligible people with disabilities to define a suitable employment goal and become employed. Each state capital has a central VR agency, and there are local offices throughout the state that can be located in the telephone directory under the STATE listing for Rehabilitative Services or Vocational Rehabilitation Services. In some states, there is only one VR office that serves all eligible persons with disabilities. Other states may maintain two offices, one which serves persons with visual impairments and another which serves all other individuals with disabilities.

The VR is an excellent place for a youth with a disability to begin exploring available training and support service options. Typically, a person begins his or her interaction with VR by completing an application form and being assigned to a VR counselor. Generally, the counselor will ask the individual to have a medical examination or provide reports of such an examination if a recent one exists. This step is necessary so that the counselor can determine whether or not the

Table 1
Vocational Rehabilitation Services Enumerated in Section 103(a) of The Rehabilitation Act of 1973

Service	Description of Service
Evaluation	To determine a person's interests, capabilities, aptitudes, and limitations, and the range of services needed to prepare the individual for employment.
Counseling and guidance	To help the person aim for a job in keeping with his or her interests, capabilities, aptitudes, and limitations.
Medical and hospital care	To attend, if needed, to mental or physical problems that are obstacles to job preparation.
Job training	To provide training that fits the person's needs and that leads to a definite work goal. Can include personal adjustment training, prevocational training, vocational training, on-the-job training, and training in a sheltered workshop.
Maintenance payments	To cover increases in a person's basic living expenses because of participation in vocational rehabilitation.
Transportation	To support and maximize the benefits of other services being received.
Services to family members	To help the person achieve the maximum benefit from other services being provided.
Interpreter services	To assist persons with hearing impairments.
Reader services	To assist persons with visual impairments, including note-taking services and orientation and mobility services.
Aids and devices	To provide the person with needed aids and devices, such as telecommunication devices, sensory aids, artificial limbs, braces, wheelchairs, etc.
Tools and equipment	To provide the person with tools and equipment needed to perform the job.
Recruitment and training services	To provide new work opportunities in public service employment.
Job placement	To help the person find a job, taking into consideration the person's abilities and training; includes placement into supported employment.
Job follow-up	To help the person make whatever adjustments are needed to succeed at the job into which he or she has been placed.
Occupational licenses or permits	To provide the person with the occupational licenses or permits that the law requires a person have before entering an occupation.
Other	To provide other services that an individual may need to become employable.

applicant is eligible to receive services. It is important to know that the Vocational Rehabilitation System is an eligibility program, not an entitlement program. Eligibility for services is determined on the basis of three criteria: The person must have a physical or mental disability; the disability must create or cause a substantial obstacle to employment; and a reasonable expectation must exist that the provision of vocational rehabilitation services can make the individual employable.

Section 103(a) of the Rehabilitation Act of 1973, as amended by P.L. 99-506, enumerates a wide array of vocational rehabilitation services that can be provided to eligible individuals. These services are listed in Table 1, along with a brief description of each service. Although "the scope of services provided by local state offices of the Division of Vocational Rehabilitation...varies in both quantity and quality," for those individuals who are found to be eligible for services, "there is usually a variety of opportunities available" (Skyer & Skyer, 1986, p. 2).

The extensive nature of the services that VR can provide to an individual inevitably raises the question of how these services are funded. How much fiscal responsibility does the individual receiving the services have? The answer is: It varies from individual to individual. VR must pay for all activities needed to determine an applicant's eligibility, including the medical examination. However, when an individual is determined to be eligible, the cost of the services provided thereafter may or may not be fully assumed by VR. The individual with the disability must supply income and expense information to the VR. Depending upon the person's financial status, VR may pay for all services or may require that the person assume a portion of the costs.

Clearly, VR can be of considerable help to young people with disabilities who are exiting school and who are eligible to receive services. An important part of the process is the development of an **Individualized Written Rehabilitation Program** (IWRP). This document is similar to the IEP developed during the public school years for students with disabilities. As part of the IWRP, long-range and short-term goals for rehabilitation and employment are determined and serve as a guide for the provision and monitoring of services. However, it is important to note that rehabilitative services "are time-limited in duration, as opposed to long-term services typically provided or purchased by departments of mental retardation or mental health" (Everson & Moon, 1987, p. 90). VR services stop when the client is successfully rehabilitated or it is determined that the goal established by the VR counselor and the individual with a disability cannot be achieved.

Social Security Administration

The Social Security Administration (SSA) directs two programs that can be of financial benefit to eligible individuals with disabilities throughout the transition process. These programs are: the Supplemental Security Insurance (SSI) program and the Social Security Disability Insurance (SSDI) program. Because the Social Security Administration considers many variables before determining if a person is eligible for SSI or SSDI benefits, the discussion here is intended only as an overview to the benefits of these programs. Ultimately, an individual's eligibility can *only* be determined by contacting the Social Security Administration and filing an application.

The SSI program is targeted for individuals who are both (a) in financial need, and (b) blind or disabled. The evaluation process to determine eligibility varies depending upon whether the applicant is under the age of 18, or over. Recently, there have been many significant changes in how SSA determines the SSI eligibility of individuals under the age of 18. These changes are expected to make it easier for children and youth with disabilities to qualify for SSI benefits (Mental Health Law Project, 1991). More information about these changes and the specific evaluation process the SSA now uses for individuals under the age of 18 is available by contacting the Social Security Administration directly.

"Recent legislation . . . has made major changes in both the SSI and SSDI programs to encourage people receiving these benefits to try to work and become independent."

When a child reaches the age of 18, the Social Security Administration no longer considers the income and resources of parents when determining if the youth is eligible for benefits. Under the SSI program, individuals over the age of 18 are eligible to receive monthly payments if they: (a) have little or no income or resources such as savings accounts; (b) are considered medically disabled or blind; and (c) do not work or earn less than a certain amount, defined by the Social Security Administration as **Substantial Gainful Activity** (SGA). Individuals who are eligible to receive SSI benefits are eligible in most states for food stamps and Medicaid benefits as well (U.S. Department of Health and Human Services, 1990, July).

The SSDI program is a bit different, because it considers the employment status of the applicant's

parents. "SSDI benefits are paid to persons who become disabled before the age of 22 if at least one of their parents had worked a certain amount of time under Social Security but is now disabled, retired, and/or deceased" (National Association of State Directors of Special Education, 1990, p. 9). As with SSI, eligibility for SSDI generally makes an individual eligible for food stamps and Medicaid benefits as well.

In the past, the amount of benefits an individual might receive from either or both of these programs would be substantially reduced or even eliminated by income earned at a job (Krebs, 1990). Recent legislation, however, has made major changes in both the SSI and SSDI programs to encourage people receiving these benefits to try to work and become independent. These changes are called *work incentives*, because they make it possible for individuals with disabilities to work without an immediate loss of benefits. To find out more about the work incentives, refer to the article entitled "Work Incentives in SSI and SSDI," found on page 14 in this ***TRANSITION SUMMARY.***

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Sources of Information

For more information about the vocational rehabilitation process: Call your State Office of Vocational Rehabilitation and make an appointment to talk with a rehabilitation counselor. You can also contact HEATH for a free copy of *Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide* (1989).

For specific information about the benefits provided through SSDI and SSI: Contact your local Social Security Office (listed in the telephone directory under Social Security Administration) and request a copy of the publications addressing SSI and SSDI. Single copies are free. You can also contact the SSA through its toll-free number: 1-800-772-1213 (voice) or 1-800-325-0778 (TDD) which is available 24 hours a day. Due to the volume of inquiries that SSA receives, it is best to call early in the morning or late in the afternoon. SSA also recommends calling later in the week.

For a discussion of recent changes to SSI eligibility criteria for individuals under the age of 18, you can contact the Mental Health Law Project, 1101 Fifteenth Street N.W., Suite 1212, Washington, DC 20005, (202) 467-5730.

Another source of information about SSI and SSDI is the Clearinghouse on Disability Information at the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Room 3132, Switzer Building, Washington, DC 20202-2524, (202) 732-1723. Ask for the *Pocket Guide to Federal Help for Individuals with Disabilities* (1989).

Notice About Children Who Were Denied Supplemental Security Income (SSI) Disability Benefits Between January 1, 1980, and February 27, 1990

You may be due SSI payments because of a court case called *Zebley*. The *Zebley* case says that you can have the Social Security Administration review your case. If you are found eligible, you may be entitled to payments owed because of the past denial.

If you're the parent or caregiver of a child who was denied SSI benefits between January 1, 1980, and February 27, 1990, you should have received a notice from Social Security. The notice tells you about having your child's SSI case looked at again.

To have your child's claim reviewed under the new rules, you should promptly complete and mail back the reply form that comes with the notice.

If you have a problem responding to the notice, have questions about it, or have not received it, contact your nearest Social Security office for assistance.

(Reprinted from the Social Security Administration's *Social Security Courier* (1991, July/August), p. 5.

Reasonable Accommodation

Reasonable accommodation is an issue of importance to persons with disabilities who are pursuing either postsecondary education or employment. The Rehabilitation Act of 1973 and, more recently, the Americans with Disabilities Act (ADA) require employers to make reasonable accommodation to the needs of qualified applicants or employees with disabilities, so as to enable these individuals to more easily perform essential job functions. Reasonable accommodation, as defined by the ADA (P.L. 101-336), includes:

> (A) making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and
>
> (B) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. (42 U.S.C. 12111, Section 101[9])

Thus, adaptations fall into two categories: (a) structural, and (b) modification of the job itself.

Structural accommodations involve making buildings accessible to individuals with disabilities. Typical structural accommodations include the availability of ramps, elevators, and convenient parking, modification of doorways and restroom facilities, and removal or modification of architectural barriers. For persons whose disabilities make accessibility to buildings an important consideration, it is useful to know that the Architectural Barriers Act of 1968 (P.L. 90-480) requires that all public facilities built or substantially renovated since 1968 provide barrier-free access to individuals with disabilities. Under the Americans with Disabilities (ADA), newly constructed commercial facilities, such as office buildings, must also be accessible. Information about accessibility and federal laws is available by writing to your state's Governor's Committee on Employment of People with Disabilities. The address of the Committee in your state can be obtained by consulting your local telephone directory or by contacting the President's Committee on Employment of People with Disabilities, 1111 20th Street N.W., Room 636, Washington, DC 20036, (202) 653-5044. It is also a good idea to contact or visit the buildings themselves to see first-hand whether or not a site is accessible.

Modification of the job includes adaptations an employer makes to (a) the equipment an individual must use to do the job, (b) the work area, or (c) to an individual's work schedule. Examples of *modifying equipment* include lowering work benches, substituting arm controls for foot controls on machinery, or providing TTY or TDD equipment for deaf workers. Many specially designed aids, tools, machines, and furniture are currently available to accommodate workers with specific disabilities. *Adjusting the work space*, another job modification, can range from easing a worker's access to the job (e.g., moving his or her office to a ground floor) to identifying and eliminating hazards to worker safety, such as inappropriately placed file cabinets or half-open doors. Making work space adjustments is generally a straightforward process best accomplished by having the individual with the disability work cooperatively with the employer to analyze the work site. *Making adjustments to an individual's work schedule*, a third type of job modification, can range from having flexibility about working hours, to permitting rest periods, to allowing the individual with the disability to work at home. This type of accommodation is arrived at through open discussion of the specific conditions a disability imposes on an individual and how an employer can help the person perform the job more easily (U.S. Department of Justice, 1991).

"Many educational institutions have an Office of Special Services that can provide information about the types of disability-related support services the institution makes available to students with special needs."

Concern with reasonable accommodation has also become a part of planning done at educational institutions, to the benefit of persons with disabilities seeking access to vocational training or an academic education (Sarkees & Scott, 1985). The 1973 Rehabilitation Act, P.L. 93-112, specifies that individuals with disabilities cannot be excluded, because of inaccessible facilities, from any program or activity which receives federal funds. As a result, vocational schools, training institutes, and colleges are examining their physical environments and making the kinds of structural adaptations described above. Many institutions are also scrutinizing their flexibility about how work is completed and are making modifications to the educational program or training equipment, as indicated by the nature of their students' disabilities. Many educational institutions have an Office of Special Services that

can provide information about the types of disability-related support services the institution makes available to students with special needs.

Individuals with disabilities who are participating in educational programs to acquire job skills or those who are entering employment should be aware that reasonable accommodations — ones that do not place undue hardship or expense on the provider — are generally easy and inexpensive for employers and institutes to make (Guiliano, 1987). Moreover, the accommodations often go a long way to helping individuals with disabilities succeed in learning or employment. An abundance of information is available to employers and training institutes about how to make practical accommodations for individuals with particular disabilities. Individuals interested in specific information about accessibility requirements and standards applicable under the ADA can call: (800)-USA-ABLE. This toll-free number has been established by the U.S. Architectural and Transportation Barriers Compliance Board. Another useful resource is the **Job Accommodation Network** (JAN), operated by the President's Committee on Employment of People with Disabilities. JAN can be contacted, toll-free, at (800) JAN-PCEH, for information about the kinds of accommodations required by law and those which business and industry have successfully used to integrate their employees with disabilities into their companies.

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Self-Determination Revisited

(continued from page 4)

not want to or know how to contribute meaningful information during the meeting, but by observing the interactions of others, there is an opportunity to learn by example. Parents who communicate effectively can also pattern assertive behavior without being overly aggressive. (When my Dad was no longer available to attend meetings and advocate for me, I became a much better self-advocate, because (1) I had to be, (2) I remembered how my "Old Man" would respond and patterned my behavior accordingly, and (3) he was not in the room intimidating everyone, including me.)

Conclusion

The purpose of this article was to give concrete examples of how self-determination can be taught to children and youth with disabilities. Attitudes that limit the person's potential were identified as the most difficult barrier to teaching skills necessary for self-determination. It is difficult for most parents to "let go" of their children, whether the children have a disability or not. It may also be difficult for parents to view their children with disabilities as being independent, because they are so familiar with their child's needs and the care required to meet those needs. They are often reluctant to see anyone else, including the individual with the disability, providing or managing the required care.

Skills necessary for self-determination *must* be taught to all children and youth; it is especially important for children and youth with disabilities. Expecting youth who have been overprotected and restricted in terms of self-determination to be functioning, independent adults is akin to expecting a nation that has lived under an oppressive, totalitarian system for centuries to govern by democratic principles immediately after a revolution. Self-determination just doesn't happen; it requires a great deal of preparation and practice.

Integrated education must be more than education in a regular setting; it must prepare youth to live and work in the community as independently as possible. Self-determination must be an integral part of this education, with an ultimate goal of actualizing the old adage, "Mother, Father, please, I'd rather do it myself!"

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The Importance of Keeping Records

As has been mentioned, parents and students often find working with adult service providers a confusing and time-consuming process. Many organizations may have to be contacted before an effective transition plan can be developed and implemented. Whenever possible, this process should begin during a student's high school years and involve the special education staff, who can be of considerable assistance. It is also extremely important for parents and students to develop a recordkeeping system to keep track of which organizations have been contacted and what information has been gathered. Here are some suggestions for developing such a system.

- ✔ Before the youth leaves the public school system, he or she should obtain a record of all high school transcripts, evaluations, tests, and therapist reports. These records may be needed when coordinating adult services. Since schools do not keep student records forever, it is important to have your own copies.
- ✔ Also keep records of any on-the-job training reports or other work experiences the youth in transition has had. Request letters of recommendation from any previous employers and keep these letters in your files.
- ✔ Keep accurate notes of all telephone conversations you have with agency personnel. Don't try to rely on your memory.
- ✔ An example of the type of information you might record is presented in Figure 1. You can easily type the heading on a sheet of paper and photocopy that sheet innumerable times.
- ✔ Many people record each conversation on a separate piece of paper. They also file conversations with one agency together, such as putting all records of contact with VR in one file folder or three-ring notebook.
- ✔ Have file folders handy to hold any brochures or other handouts you are given by an organization. Organize the folders alphabetically, for easy reference.
- ✔ Always keep a copy of any letters you write to an agency. Keep all letters they write to you.
- ✔ Periodically go through your records. This will refresh your memory about organizations you still need to call or issues that are pending.

Figure 1 - An Example Sheet for Recordkeeping

Name of Program	Date Contacted	Contact Person	Services available, eligibility requirements, referrals, other notes

Work Incentives in SSI and SSDI

The Social Security Administration offers two programs that can be of benefit to individuals with disabilities. As was described earlier in this *TRANSITION SUMMARY* (see the article entitled "Adult Systems"), the SSI and SSDI programs offer financial and medical benefits to eligible persons with disabilities. In addition, both programs have work incentives that make it possible for individuals with disabilities to work without an immediate loss of benefits. Here is how they work.

"The PASS program is a means of encouraging and empowering individuals to become financially self-supporting."

SSI Program Work Incentives. There are a number of work incentives under the SSI program. These include:

Section 1619a. Provisions under Section 1619a of the Employment Opportunities for Disabled Americans Act allow people to continue to receive special SSI monthly cash payments after their earned income is at the amount designated as the Substantial Gainful Activity (SGA) level (currently $500 a month). The Social Security Administration uses a formula to determine the amount of SSI benefits an individual with a disability will continue to receive. In most cases, people remain eligible for Medicaid and state-funded attendant care benefits (U.S. Department of Health and Human Services, 1990, October).

Section 1619b. Provisions under Section 1619b of the Employment Opportunities for Disabled Americans Act allow most individuals to keep Medicaid benefits after they stop receiving monthly SSI checks. The law requires that a person's medical condition be reviewed within 12 months of entering the 1619b status to ensure the person still has a disability. A person must apply for these benefits before his or her regular SSI benefits actually stop.

Impairment-related work expenses (IRWE). IRWEs are the costs for services or materials a person needs to be able to work. Social Security deducts these costs from an individual's SGA when calculating how much money that person should receive in his or her monthly check. Services and materials can be deducted as IRWEs only if the person pays for the costs himself and receives no reimbursement for them. The services or materials must be necessary because of a person's disability. They can not be costs that a person without a disability would have if she or he were to hold the same type of job. According to the U.S. Department of Health and Human Services (1990, August), examples of IRWEs are the cost of wheelchairs, pacemakers, respirators, braces, and artificial limbs. Work-related equipment such as one-handed typewriters, electronic visual aids, and braille devices may also be deductible. Other costs such as attendant care needed to prepare for and go to or from work are often deductible as well. The cost of a job coach for a person has just recently been allowed as an IRWE.

Plan for Achieving Self Support (PASS). PASS is a work incentive program that enables a person with a disability to receive earned and unearned income and to set some or all of these funds aside for up to 48 months. The purpose of the program is to help individuals accumulate resources in order to pursue a specific work goal, such as "education, vocational training, or starting a business, or purchase of work-related equipment" (U.S. Department of Health and Human Services, 1990, October, p. 3). Thus, the PASS program is a means of encouraging and empowering individuals to become financially self-supporting. A PASS program must be in writing and must include a realistic work goal, a date for achieving the goal, a clear savings/spending plan, and a method for keeping track of the funds that are set aside. Social Security must approve an individual's PASS program. It is helpful to initiate a PASS prior to receiving transitional and/or supported employment services, but a PASS program can also be established after a person goes to work. The income and resources set aside under a plan are excluded from the SSI income and resource tests. SSI payments themselves cannot be set aside in a PASS, and individuals must have some type of resources or income other than the SSI check to establish a PASS.

SSDI Program Work Incentives. The SSDI program also has work incentives. As with SSI work incentives, impairment-related work expenses can be deducted from the earnings on which Substantial Gainful Activity (SGA) is calculated. Other work incentives include a trial work period, extended period of eligibility, and extended Medicare coverage.

The **trial work period** allows individuals with disabilities to test their ability to work, without fear of losing SSDI benefits. The trial period is for nine months of work, which need not be consecutive. During or after this time, if an individual demonstrates the ability to earn above the SGA limit of $500 a month, despite his or her disability, he or she may no longer be considered disabled by the Social Security Administration. Benefits would be discontinued three months later (considered a grace period).

The **extended period of eligibility** is an additional work incentive tied to the nine-month trial period. This incentive exists to ensure that the individual with a disability has sufficient time to develop the financial and occupational stability necessary in order to maintain independence. Basically, individuals can be reinstated to SSDI benefits if their earnings fall below the SGA level at any time during the extended period (36 months). Furthermore, individuals do not need to file a new application or have a new disability determination. Benefits are reinstated without a waiting period.

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Sources of Information

For information about SSI and SSDI work incentives: Contact the Social Security Administration and ask for booklet Publication Number 64-030 which contains information on the work incentives available in both programs. Information about SSDI work incentives is also available from the National Rehabilitation Information Center (NARIC) at (301) 588-9284 (voice/TDD) or 1-800-346-2742 (voice/TDD).

For information about PASS programs: Contact your local Social Security office. You can also contact Daniel Scarborough, PASS Project Coordinator, ARC National Headquarters, 2501 Avenue J, Arlington, TX 76006, or call (817) 640-0204.

Postsecondary Education and Training Opportunities

This article describes many of the postsecondary educational and training options available to youth with disabilities. The type of option an individual chooses to explore will, naturally, vary from person to person and will depend in large part on the nature and severity of the disability and the particular vocational interest that the individual has. Be aware that most of these options have eligibility or entrance requirements. These are best determined by contacting the organization in question and asking for more information and/or an appointment. Be sure to keep records of all correspondence and discussions with postsecondary education or training institutions.

Transition Programs Beginning in High School

As has been said, planning for transition to postsecondary education or employment after high school should begin during a student's high school years. New federal legislation (the Individuals with Disabilities Education Act, P.L. 101-476) requires that transition plans be included in a student's IEP by the time a student is age 16.

While still in high school, students with disabilities can take advantage of vocational education programs offered by the secondary school system. These programs are intended to provide students with marketable job skills and prepare them for employment. Additionally, there may be high school programs available that are designed to prepare students for careers requiring some education and/or training beyond high school. One such program is called Tech Prep.

Tech Prep is a course of study designed to assure that high school students acquire more technically-oriented knowledge and skills. This program is authorized by the Carl D. Perkins Act of 1990 and consists of two years of secondary school preceding graduation and two years of higher education following instruction received at the secondary level. The program develops proficiency in mathematics, science, communications, and technologies and is designed to lead to an associate degree or certificate in a specific career field (Council for Exceptional Children, 1991, p. 6).

Tech Prep can be implemented in a variety of ways and may be called by different names. One example is the 2+2 program (A. Halper, personal communication, June 7, 1991). In 2+2, students are allowed to earn credit at a community college for some courses they have taken in high school. An agreement is articulated ahead of time between the high school principal or vocational education supervisor and the Dean of Career Education at the community college. Students with disabilities who are in this program

and who are successfully completing classwork will receive credits at the community college, as do students who do not have disabilities.

JTPA-funded Training Programs

In 1982, Congress passed the Job Training Partnership Act (JTPA), P.L. 97-300, to replace and improve the Comprehensive Employment and Training Act (CETA) program, as well as "to increase the role of private business and industry in the training and employment of disadvantaged youth and adults" (Sarkees & Scott, 1985, pp. 9-10). JTPA funds are awarded to states through the Governor's Office, which then allocates the monies to Private Industry Councils (PICs). The PICs are responsible for deciding what type of training will be offered within their service delivery area and for overseeing the activities of the JTPA-funded training programs within that area. Because the PICs, by law, must include representatives of local businesses, education agencies, and state and local governments, a partnership between the public and private sectors results.

The purpose of JTPA-funded training programs is to prepare youth and unskilled adults for entry into the labor market. The target populations of the Act are economically disadvantaged individuals and other persons who face serious barriers to employment. Thus, youth with disabilities may be eligible to participate in a JTPA-funded training program either because they are economically disadvantaged — income requirements are based on an individual's income, rather than the income of the family — or because they have a mental or physical disability that "constitutes or results in a substantial handicap to employment" [29 U.S.C. 1503, Section 4(10)].

Local training programs using JTPA funds may provide services such as pre-employment training, job counseling, vocational training, remedial education and basic-skills training, literacy and bilingual training, job placement assistance, and work experience, including on-the-job training (discussed below). JTPA also funds summer youth employment programs. Clearly, many of these services would be useful to a youth with a disability who exits high school but who still needs additional job skills.

"Be sure to keep records of all correspondence and discussions with postsecondary education or training institutions."

An individual with a disability who is interested in finding out whether he or she is eligible for training funded by JTPA monies can go to the local employment agency or a human services agency that provides the type of training he or she is interested in. In order to be eligible for funded training, individuals must be certified through the local area JTPA office. For details about eligibility requirements, contact the JTPA State Liaison person. (The telephone number of the person serving in this capacity in your state is available from the HEATH Resource Center.)

On-the-Job Training

On-the-job training (OJT) is short-term training that enables a person to work on a job site while learning the job duties from a co-worker or supervisor. This work may be paid or unpaid, and can lead to the trainee taking over the job as an employee of the company sponsoring the training.

Many training programs utilize this approach to providing young people — with or without disabilities — with job experience and training. Vocational rehabilitation agencies and those funded by JTPA, for example, support this type of placement for a young person by providing services or monetary incentives to employers who provide the OJT (Sarkees & Scott, 1985). Additionally, many large corporations offer OJT for individuals with disabilities. An example of this is IBM, which runs its program in conjunction with the National Technical Institute for the Deaf and Gallaudet University (Marks & Lewis, 1983). Many disability organizations coordinate OJT opportunities as well. The Association for Retarded Citizens (ARC), for example, runs a national on-the-job training program which locates jobs for individuals with mental retardation. More information about these programs can usually be obtained by contacting your State Office of Vocational Rehabilitation, your State Employment Office, or organizations such as ARC.

Internships and Apprenticeships

Internships are similar to on-the-job training. They are time-limited, paid or unpaid jobs which permit the intern to sample the type of work available in a general field. Many high school and community transition programs offer individuals the opportunity to participate in an internship prior to competitive employment. By participating in an internship, individuals can learn more about the job and have the opportunity to familiarize themselves with the work environment.

Apprenticeship programs have been an historical means of preparing competent and skilled workers. Apprenticeships offer individuals the opportunity to learn the skills necessary for an occupation by working under the supervision of experienced workers. These programs generally take from three to four years to com-

plete, but participants are paid for their labor. In the beginning, wages may not be more than minimum wage, but by the end of the program, wages are usually nearly those earned by an experienced worker. Generally, the sponsor of the apprenticeship is a company or a group of companies, a public agency, or a union. Over 700 organizations are currently involved in apprenticeship programs.

Local unions, vocational education programs in the community, the State Office of Vocational Rehabilitation, and the State Employment Office are all sources of more information about apprenticeship opportunities. Each state also has a State Occupational Informational Coordinating Committee (overseen at the federal level by the National Occupational Informational Coordinating Committee). These committees, to differing degrees in each state, provide systems for individuals to obtain information about apprenticeships. The Bureau of Apprenticeship and Training also has regional offices throughout the United States. To locate the office serving your area, write or call the Bureau of Apprenticeship and Training, 200 Constitution Avenue N.W., Washington, DC 20210, (202) 535-0540.

Training Offered by Disability-Specific Organizations

Organizations such as the Association for Retarded Citizens (ARC), the United Cerebral Palsy Foundation (UCP), and others serving people with a specific disability may provide vocational assessment and training. The types of training provided vary, but the goals of the training are that individuals with disabilities will obtain employment and become as independent as possible. As an example, many regional offices of the Association for Retarded Citizens provide training in computer skills and other office skills to persons with mental retardation who have been referred to the ARC program. This training often leads to competitive employment for these individuals.

To find out more about disability-specific organizations operating in your state or local area, contact NICHCY for a state resource sheet.

"Organizations such as the Association for Retarded Citizens, the United Cerebral Palsy Foundation and others . . . may provide vocational assessment and training."

Organizations that can be of help to a youth in transition are also listed in *Resources to Facilitate the Transition of Learners with Special Needs from School-to-Work or Postsecondary Education* (Kallembach, 1989) and *Directory of Resources for Adults with Disabilities* (U.S. Department of Education, 1985).

Adult Education

Adult education programs are designed to provide instruction below the college level to any person sixteen years of age or older who is no longer being served by the public education system. There are many different programs available, and you can find them in a variety of settings. One setting of importance to youth seeking vocational training is an **area vocational center**. In many states, area vocational centers operate as part of the public school system. Secondary school students may receive vocational instruction in the area vocational center during the day, while instruction for adults in the community would generally be available there at night. Vocational courses may include training in such areas as health care, business education, home economics, industrial arts, marketing, or trades such as carpentry or automobile mechanic. The course of study might involve students in apprenticeships (discussed above) which can lead to certification in a trade or recognized occupation. Adult education programs may also be available to prepare individuals for GED tests or to teach English as a Second Language (ESL).

Continuing education programs may also be offered under the auspices of adult education. However, continuing education is generally meant to provide personal enrichment rather than vocational training. For example, continuing education classes may be offered in areas such as cooking, gardening, or sewing. Information about adult education programs — whether they are intended as vocational training or personal enrichment — can usually be obtained by contacting your local education agency.

Trade and Technical Schools

These schools are designed to prepare students for gainful employment in recognized occupations. Examples include occupations such as air conditioning technician, bank teller, dental assistant, data processor, electrician, medical secretary, surveyor, and welder. Vocational training is provided so that an individual can obtain skills in a specific area of interest or increase the level of skills he or she has already achieved. A course of study may take anywhere from two weeks to two years to complete, with the general entrance requirement of a GED or high school diploma. These schools typically place great importance on job placement for their graduates. If you are working with a high school counselor or a vocational counselor at the VR office, one of these schools may be recommended to you as a way of getting the training you need. You can obtain information about accredited trade and technical schools by contacting the National Association of Trade and Technical Schools (NATTS), Accrediting Commission, 2251 Wisconsin Avenue N.W., Washington, DC 20007. NATTS publishes

several useful books, including *Technical Education That Works For America* (1991), a comprehensive listing of the skills training available at NATTS-accredited schools throughout the country. Myers and Werner-Scott's (1989) *Getting Skilled, Getting Ahead* offers valuable suggestions for how to gather information and make decisions about which trade and technical school to attend.

Colleges and Career Education

Colleges offer an opportunity for individuals with disabilities to continue their education and earn tangible evidence of education such as a certificate or degree. Junior and community colleges offer a variety of courses which, upon successful completion of the prescribed courses, may lead to a Certificate or Associate's degree. Community colleges are publicly funded, have either no or low-cost tuition, and offer a wide-range of programs, including vocational and occupational courses. They exist in or near many communities; generally the only admissions requirement is a high school diploma or its equivalent. Junior colleges are usually privately supported, and the majority provide programs in the liberal arts field. Four year colleges and universities offer programs of study which lead to a Bachelor's degree after successful completion of four years of prescribed course work.

Disability-related support services. In order to take full advantage of postsecondary education and training in mainstream institutions, individuals with disabilities will want to find out about disability-related support services and classroom accommodations that the institution makes available. According to Section 504 of the Rehabilitation Act of 1973, an institution receiving federal funds may not exclude an individual from participation in or deny him or her the benefits of any program or activity the institution offers, solely because that individual has a disability. Because nearly all postsecondary institutions receive federal financial assistance of some kind, they are generally prepared to make accommodations and adaptations that are specific to the needs of an individual with a disability. Many college campuses have an office for Disabled Student Services or Special Services. Others have designated the Dean of Students or some other administrator to provide this information and to coordinate necessary services and accommodations. At vocational schools or other training programs, the person responsible for disability services can usually provide this information. Examples of support services include notetakers, interpreters, extended time for taking exams or completing coursework, using a tape recorder or computer in class, preregistration for courses, and specialized counseling.

"Nearly all postsecondary institutions are . . . prepared to make accommodations and adaptations that are specific to the needs of an individual with a disability."

There are also many publications that can tell you more about the policies and programs that individual colleges and universities have established to address the needs of students with disabilities. Consult the bibliography at the end of this ***TRANSITION SUMMARY,*** where several of these publications have been listed.

Financial aid. Another major question you may have regarding postsecondary education or training opportunities is the availability of financial aid to help pay for tuition and living expenses. Obtaining financial aid can be a complex process, because laws are amended and eligibility requirements, policies, and disbursement of government funds change each year. Most money called "financial aid" is available to those studying only above the high school level (thus, financial aid is usually not available for Adult Education). The student must usually demonstrate the ability to benefit from the education or training in order to receive traditional financial aid. Contact the HEATH Resource Center to obtain a free copy of the Resource Paper entitled *Financial Aid for Students with Disabilities* (1989). This paper provides an overview of the financial aid process and describes the various types of financial aid available. Attention is given to those expenses considered disability-related, and suggestions are made about ways in which some of those expenses can be met. There is also a discussion of the services that may be provided by the Vocational Rehabilitation System. Another useful resource is Schlachter and Weber's (1990) *Financial Aid for the Disabled and Their Families: 1990-1991*. This book describes hundreds of financial aid programs established primarily or exclusively for individuals with disabilities and their families.

Summary

There are many avenues that youth with disabilities can take to obtain training after high school. Training may be vocational in nature, such as what is offered through JTPA-funded training programs, on-the-job training opportunities, apprenticeships, adult education, or a trade and technical school. Through these vocationally-oriented programs, youth in transition can obtain the job skills they need to pursue and secure employment. For individuals who are interested in more academic preparation for employment, junior colleges, community colleges, and four-year colleges and universities are valuable sources of education.

The decisions an individual with a disability makes about what type of training to pursue and what type of institution to attend will vary depending on that person's career interests, what type of job skills he or she has upon leaving high school, and the nature and severity of the disability. Students pursuing training and education after high school should be aware that most postsecondary institutions — whether they are vocational or academic in nature — can make accommodations that take into account the special needs of individual learners. With accommodations to their special needs, students with disabilities are better able to learn and master the skills they need for employment.

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Other Avenues to Employment

There are many avenues that lead to stable, satisfying employment. Other articles in this ***TRANSITION SUMMARY*** have discussed how and where to obtain training that leads to employment. This article addresses other avenues a youth with a disability can take to employment, learning and growing along the way.

For young people with disabilities, early job experiences are vital learning situations wherein they gain good work habits such as punctuality, responsibility, insight into appropriate behaviors, and standards of personal grooming. As such, initial jobs need not always place the individual on a career ladder. Sometimes it is useful to take jobs as stepping stones in one's training, rather than as the final step in employment. **Temporary work** can be one such stepping stone. Employers often have trouble finding a person to take a job that will only last several weeks or months. For a youth with a disability, a temporary job may offer the opportunity to get valuable work experience, earn wages, and develop a work history. **Part-time work** is a similar stepping stone in many ways. Part-time employment offers many advantages for persons who need to attend school part of the day, or who may be uncertain as to their work stamina or tolerance. **Job-sharing** is another stepping stone, where two workers share the responsibilities of one full-time job. All of these examples can offer individuals meaningful employment that suits their schedule or their mental or physical abilities. These are also excellent ways by which to enter an organization, establish a reputation as a worker, and possibly move into a full-time job when one becomes available or is desired.

Programs also exist that are designed to provide experience outside of a traditional classroom. Examples are **volunteering** and **international exchange programs**. Both types of programs offer personal enrichment to young adults and enhance their independence, self-advocacy skills, and their ability to make informed choices about further education and careers. **Volunteering** enables a student or adult with a disability to develop a work history and can lead to paid employment. Some transition programs provide opportunities for young adults with disabilities to have volunteer experiences in several career areas as part of career exploration and selection. There may also be a volunteer organization in your community, county, or state which can provide you with information about volunteer opportunities. At the national level, VOLUNTEER: The National Center for Citizen Involvement has been developing projects on the use of volunteers who have disabilities; this organization may be able to provide information specific to your locality. Contact VOLUNTEER at P.O. Box 1807, Boulder, CO 80306. Also at the national level is ACTION, a federal agency that runs the VISTA program (Volunteers in Service to America). This organization can be contacted, toll-free, at (800) 424-8580 for information on recruitment and current projects, as well as information about state and regional offices.

"Sometimes it is useful to take jobs as stepping stones in one's training, rather than as the final step in employment."

International exchange programs can also serve as stepping stones for young people with disabilities. While the programs cannot be considered employment, they nevertheless are personally enriching and, for a young person with a disability, lead to increased independence. There are two general types of international exchange programs: educational exchanges and international workcamps. Educational exchange programs enable young adults to live, study, or volunteer in another country while living with a host family or with other participants in a dormitory. International workcamps bring persons with disabilities and persons without disabilities together to work on community projects in host countries. Individuals with disabilities have participated successfully in both kinds of international programs. For more information about exchange programs, contact Mobility International USA, P.O. Box 3557, Eugene, OR 97403, (503) 343-1284 (v/TDD) and/or The U.S. Committee of the International Christian Youth Exchange (ICYE), 134 West 26th Street, New York, NY 10001, (212) 206-7307.

The **military** may also be a viable postsecondary option for many young adults with disabilities. Some individuals with learning disabilities, for example, "can benefit from the highly structured, repetitive, and physically active regime of military life" (Scheiber & Talpers, 1987, p. 64). However, in order to pursue a career in the military, individuals must meet the qualifications of the specific branch of interest (e.g., the Navy). A student and/or parent should talk to a recruiter in the particular branch of interest prior to graduation in order to find out about requirements. It is also important to know that Section 504 of the Rehabilitation Act does not cover uniformed personnel branches of the military; therefore, no particular accommodations are made regarding a person's disability unless that person is a civilian employee.

There are also opportunities for civilian service employees in military installations. The majority of these positions are in an administrative or support staff capacity. These provide opportunities for persons skilled in the areas of accounting, computer technology, contracting, and clerical duties. The best avenue for a person with a disability to take in order to obtain employment as a civilian is to be certified by the Vocational Rehabilitation System for Schedule A employment. The person may then apply directly to the federal government agency in which he or she is interested, including military installations around the nation and the world. Each installation in the military has to adhere to equal opportunity standards for employees in civilian positions.

Entrepreneurship is a nontraditional avenue many individuals with disabilities have taken to employment. Rather than work for someone else, they decided to start a business of their own. For some persons, the focus of the business grew out of a hobby or a personal interest. An example of this is Don Krebs, who became a quadriplegic as a result of a waterskiing accident. After his recovery, Don searched for adaptive equipment to allow him to return to waterskiing, a sport he loved, and in the process recognized the great need for adaptive recreation equipment. Using money from SSDI and his Plan for Achieving Self Support (PASS), Don started Access to Recreation, a mail order company specializing in adaptive recreation equipment.

Some individuals with disabilities who have successfully created their own business began with the desire to work out of their home. Betty, for instance, is mobility-impaired and uses a wheelchair. She operates a direct mail order business from her home and sells eyeglass frames wholesale to optometrists and opticians (Marks & Lewis, 1983).

Other people with disabilities have become involved in businesses their parents have created. Laura and Charles, for example, have a son who is severely mentally retarded. Concerned about Harold's employment prospects, Laura and Charles joined forces several years ago with two other families whose children are mentally retarded. Together, the parents purchased ten vending machines which they then situated in strategic locations. The young adults, who now range in age from eighteen to twenty-five, are responsible for tending to the machines, which includes restocking them with sodas, retrieving the coins and rolling them up for deposit in the bank, and reporting any machine malfunctions to their parents. Although it took the families several months to identify the most lucrative spots to place the vending machines, the amount of income generated by this small business has surprised them all.

Starting and maintaining a business is a serious enterprise. The ingenuity, determination, and stamina of participants are important factors in making for success or failure. However, operating a small business can offer many advantages to individuals with disabilities, such as minimizing transportation concerns, setting one's own work hours, and having the freedom to modify the job in whatever way is necessary to get the job done most efficiently, given the personality and disability of the individual. Persons who are interested in starting a business can contact the Small Business Administration for assistance and advice. SBA can also help you secure a loan through a bank or other commerical lender. SBA operates more than 100 local offices across the country. To find out if an office exists in your vicinity, consult your telephone directory or contact the SBA central office at 409 3rd St., S.W., 4th Floor, Washington, DC 20416, telephone number (202) 634-4950 (in the D.C. area) or 1-800-827-5722.

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Taking Action

This ***TRANSITION SUMMARY*** has presented information about many different postsecondary education and training options, with the ultimate goal being employment for young people with disabilities. This article presents suggestions for how students with disabilities can work with their families and school professionals to put together an action plan for transition. The key words here are *plan* and *action*. There's a saying that goes "Plan your work, and then work your plan." Planning requires action — information gathering, self-assessment, weighing of alternatives, decision-making. "Working the plan" also requires action — following through on decisions that have been made, evaluating progress, gathering more information and making new decisions, as necessary.

Leaving secondary school is an eventuality that all students must face. Under the IDEA (P.L. 101-476), preparing for this transition has become more than a personal choice. Each student's Individualized Education Program (IEP) must now include a statement of the transition services needed by the student, beginning no later than age 16. The transition plan must also include, where appropriate, a statement of interagency responsibilities or linkages (or both) before the student leaves the school setting.

In Junior High School: Start Transition Planning

- ✔ Become involved in career exploration activities.
- ✔ Visit with a school counselor to talk about interests and capabilities.
- ✔ Participate in vocational assessment activities.
- ✔ Use information about interests and capabilities to make preliminary decisions about possible careers: academic vs. vocational, or a combination.
- ✔ Make use of books, career fairs, and people in the community to find out more about careers of interest.

In High School: Define Career/Vocational Goals

- ✔ Work with school staff, family, and people and agencies in the community to define and refine transition plan. Make sure that the IEP includes transition plans.
- ✔ Identify and take high school courses that are required for entry into college, trade schools, or careers of interest.

- ✔ Identify and take vocational programs offered in high school, if a vocational career is of interest.
- ✔ Become involved in early work experiences, such as job try-outs, summer jobs, volunteering, or part-time work.
- ✔ Re-assess interests and capabilities, based on real world or school experiences. Is the career field still of interest? If not, re-define goals.
- ✔ Participate in on-going vocational assessment and identify gaps of knowledge or skills that need to be addressed. Address these gaps.

If you have decided to pursue postsecondary education and training prior to employment, consider these suggestions:

- ✔ Identify postsecondary institutions (colleges, vocational programs in the community, trade schools, etc.) that offer training in career of interest. Write or call for catalogues, financial aid information, and applications. Visit the institution.
- ✔ Identify what accommodations would be helpful to address your special needs. Find out if the educational institution makes, or can make, these accommodations.
- ✔ Identify and take any special tests (e.g., PSAT, SAT, NMSQT) necessary for entry into postsecondary institutions of interest.
- ✔ In your last year of secondary school, contact VR and/or SSA to determine eligibility for services or benefits.

After High School: Obtain Your Goals

- ✔ If eligible for VR services, work with a VR counselor to identify and pursue additional training or to secure employment (including supported employment) in your field of interest.
- ✔ If eligible for SSA, find out how work incentives apply to you.
- ✔ If not eligible for VR services, contact other agencies that can be of help: state employment offices, social services offices, mental health departments, disability-specific organizations. What services can these agencies offer you?
- ✔ Also find out about special projects in your vicinity (e.g., Projects with Industry, Project READY, supported employment demonstration models, etc.). Determine your eligibility to participate in these training or employment programs.
- ✔ Continue to work your plan. Follow through on decisions to attend postsecondary institutions or obtain employment.

Remember that educational institutions and employers can make reasonable accommodations to your special needs. Speak out for yourself, work to achieve your goals!

In Conclusion...

Transition from the secondary school system to the world of adult life and adult responsibilities is a complex time for all young people. Young adults with disabilities and their families often find this time particularly challenging. To achieve the end goal of transition — which, according to Halpern (1985) is to live successfully in one's community — requires much planning, consideration, exploration, and self-determination. Young people with disabilities must make decisions and take action in regards to three critical areas in their lives which are likely to undergo a transition as they become adults. These areas are: their *residence*, or where they will live in the community, their *personal life*, which involves self-esteem, maturity, family, friends, and intimate relationships, and *employment*, which requires appropriate training and education, job search skills, and knowledge of important employee behaviors (Halpern, 1985). Successfully addressing these three issues is what will lead young people — those with disabilities and those without — to a successful life as an adult in the community.

This ***TRANSITION SUMMARY*** has focused upon the latter issue, namely employment. The issue has provided students and families with an overview about educational and training options that exist to help youth in transition prepare for employment. It has been designed to be an introduction to the opportunities available to individuals with disabilities when they leave the public school system, as well as an overview of the adult service systems with which they may interact. The resources mentioned within the ***TRANSITION SUMMARY*** and those listed in the Bibliography are ones that students and their parents can use to gather more complete information about the most appropriate options for them. It is strongly recommended that both students and their parents begin to explore these options as early in a student's life as possible, certainly by age 16.

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FYI: Information Resources from NICHCY's Database

The following information was selected from numerous resources abstracted in ***NICHCY's*** database. If you know of a group which provides information about transition planning to families, professionals, or the general public regarding youth with disabilities, or which develops materials and programs in this area, please send this information to ***NICHCY*** for our resource collection and database. We will appreciate this information and will share it with others who request it.

You can obtain many of the documents listed below through your local library. Whenever possible, we have included the publisher's address or some other source in case the publication is not available in your area. The organizations listed are only a few of the many that provide various services and information programs about transition services and self-determination for families and professionals.

Additional publications and information are also available from the clearinghouses listed, state and local parent groups, and state and local affiliates of many major disability organizations. Please note that these addresses are subject to change without prior notice. If you experience difficulty in locating these documents or organizations, or if you would like additional assistance, please contact ***NICHCY***. Finally, you may find ***NICHCY's*** *State Resource Sheet* for your state or territory helpful in contacting other resources of information.

You may obtain copies of the laws discussed by writing to your Congressional Representative. Federal Regulations are available by writing to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. There is usually a charge for documents. It is important that you include the title of the regulations that you are seeking.

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The HEATH Resource Center

One Dupont Circle, Suite 800, Washington, DC 20036-1193
Telephone: 1-(800) 544-3284 (Voice/TDD); (202) 939-9320 (in D.C. metropolitan area)

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ORGANIZATIONS

TRANSITION AND VOCATIONAL EDUCATION INFORMATION RESOURCES AND CLEARINGHOUSES

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) - P.O. Box 21192, Columbus, OH 43221. Telephone: (614) 488-4972 (Voice/TDD).

Clearinghouse on Disability Information - Office of Special Education and Rehabilitative Services (OSERS), Room 3132, Switzer Bldg., 330 C Street SW, Washington, DC 20202- 2524. Telephone: (202) 732-1723.

ERIC Clearinghouse on Adult, Career, and Vocational Counseling - Ohio State University, Center on Education and Training for Employment, 1900 Kenny Rd., Columbus, OH 43210-1090. Telephone: (614) 292-4353; 1-(800) 848-4815.

ERIC Clearinghouse on Handicapped and Gifted Children - Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660.

Materials Development Center (MDC) - Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715) 232-1342.

National Center for Research in Vocational Education (NCRVE) - NCRVE, University of California at Berkeley, 2150 Shattuck Avenue, Berkeley, CA 94704-1306. Telephone: (415) 642-4004.

National Center for Youth with Disabilities (NYCD) - NYCD, University of Minnesota, Box 721, UMHC, Minneapolis, MN 55455. Telephone: 1-(800) 333-6293 (Voice); (612) 626-2825; (612) 624-3939 (TDD).

National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH Resource Center) - One Dupont Circle, Suite 800, Washington, DC 20036-1193. Telephone: 1-(800) 544-3284 (Voice/TDD); (202) 939-9320 (In D.C. metropolitan area).

National Rehabilitation Information Center (NARIC) - NARIC, 8455 Colesville Road, Suite 935, Silver Spring, MD 20910. Telephone: 1-(800) 346-2742 (Voice/TDD); (301) 588-9284 (Voice/TDD) (in MD).

OTHER NATIONAL INFORMATION RESOURCES

American Vocational Association (AVA) - AVA, 1410 King St., Alexandria, VA 22314. Telephone: (703) 683-3111; 1-(800) 826-9972. The following organizations are associated with the AVA:

* National Association of Vocational Assessment in Education (NAVAE)
* National Association of Special Needs State Administrators (NASNSA)
* National Association of Vocational Education Special Needs Personnel (NAVESNP)
* Special Needs Division (SND)

Beach Center on Families and Disability, Bureau of Child Research, University of Kansas, 4138 Haworth Hall, Lawrence, KS 66045. Telephone: (913) 864-7600.

Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) - CCWAVES, 1835 Rohlwing Rd., Rolling Meadows, IL 60008.

Division of Career Development (DCD) - Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660.

Dole Foundation for the Employment of Persons with Disabilities - 1819 H Street N.W., Suite 850, Washington, DC 20006. Contact person: Randy Davis, Program Associate, Telephone: (202) 457-0318.

Helen Keller National Center - Technical Assistance Center (TAC), 111 Middle Neck Road, Sands Point, NY 11050-1299. Telephone: (516) 944-8900.

National Industries for the Blind - 524 Hamburg Turnpike, CN969, Wayne, NJ 07474-0969. Telephone: (201) 595-9200.

National Industries for the Severely Handicapped - 2235 Cedar Lane, Vienna, VA 22180. Telephone: (703) 560-6800 or (703) 560-6512 (TDD).

National Restaurant Association - A. Philip Nelan, Director of Employment of Handicapped, National Restaurant Association, 1200 17th Street N.W., Washington, DC 20036. Telephone: (202) 331-5988.

Parents Advocating Vocational Education (PAVE) - PAVE, 6316 S. 12th Street, Tacoma, WA 98465. Telephone: (206) 565-2266; 1-(800) 572-7368 (in WA).

Parent Education Advocacy Training Center (PEATC) - PEATC, 228 S. Pitt Street, Room 300, Alexandria, VA 22314. Telephone: (703) 836-2953.

People First International - P.O. Box 12642, Salem, OR 97309. Telephone: (503) 362-0336 or (503) 588-5288.

President's Committee on Employment of Persons with Disabilities (PCEPD) - PCEPD, 1111 20th Street NW, Washington, DC 20036-3470. Telephone: (202) 653-5044.

Secondary Transition Intervention Institute (Transition Institute at Illinois) - Transition Institute at Illinois, College of Education, University of Illinois at Urbana-Champaign, 110 Education Building, 1310 S. 6th Street, Champaign, IL 61820. Telephone: (217) 333-2325.

Technical Assistance for Parent Programs (TAPP) - TAPP, Federation of Children with Special Needs, 95 Berkeley Street, Boston, MA 02116. Telephone: (617) 482-2915 (Voice/TDD); 1-(800) 331-0688 (in MA).

Technical Assistance for Special Populations Programs (TASPP) - TASPP, University of Illinois at Urbana-Champaign, 345 Education Bldg., 1310 S. 6th Street, Champaign, IL 61820. Telephone: (217) 333-0807.

Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (RRTC) - RRTC, Virginia Commonwealth University, 1314 W. Main Street, Richmond, VA 23284-2011.

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